

What should core instruction look like?

*"To ensure all students are ready, they must have exceptional **core** instruction to ensure that **all** students have the capacity to be ready."*

**Turn and Talk**

What is the importance of core instruction?

How does quality instruction make a student "ready"?

## Impact of Core Instruction

Assume a student enters a classroom at the 50<sup>th</sup> percentile. Predict where the child leaves the classroom at the end of the school year.

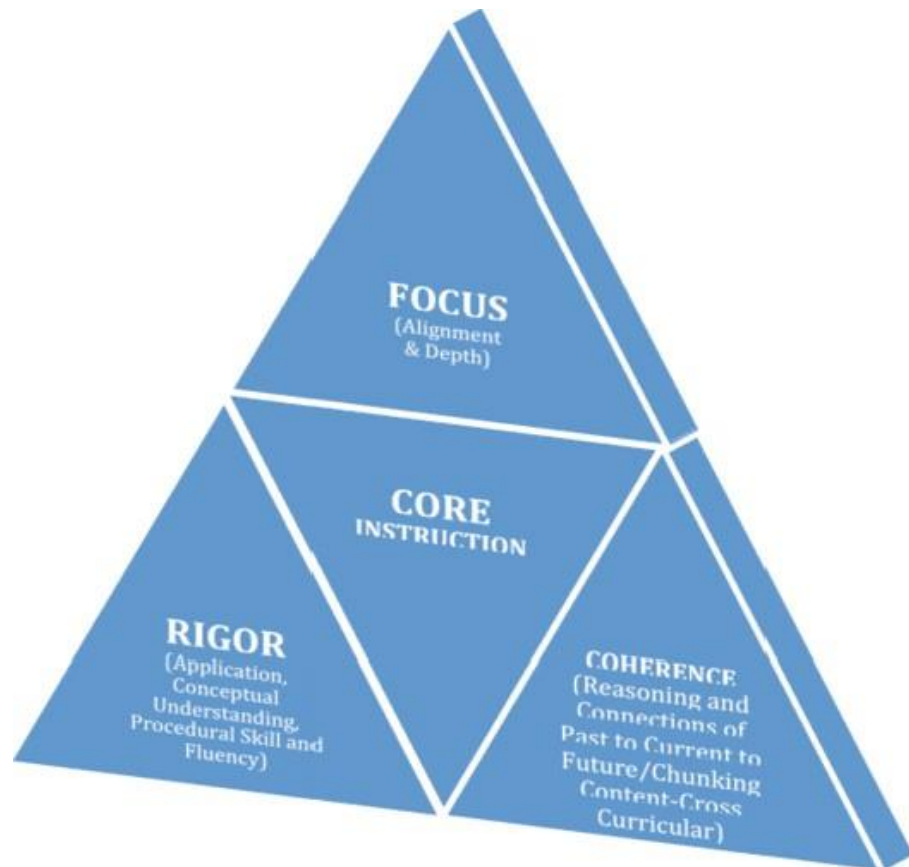
Scenario	Percentile Entering	Percentile Leaving
Average Teacher, Average School	50	50
Highly Ineffective School, Highly Ineffective Teacher	50	3
Highly Effective School, Highly Ineffective Teacher	50	37
Highly Ineffective School, Highly Effective Teacher	50	63
<b>Highly Effective School, Highly Effective Teacher</b>	50	<b>96</b>
Highly Effective School, Average Teacher	50	78

*Classroom Instruction That Works-Marzano, R. 2012*

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Notes:

## What are the components of core instruction?



Have you ever experienced confusion between what you thought you gave a teacher as feedback and what the teacher understood the feedback to be?

How could this framework provide you with clear, actionable strategies for teachers to use to improve their core instruction?

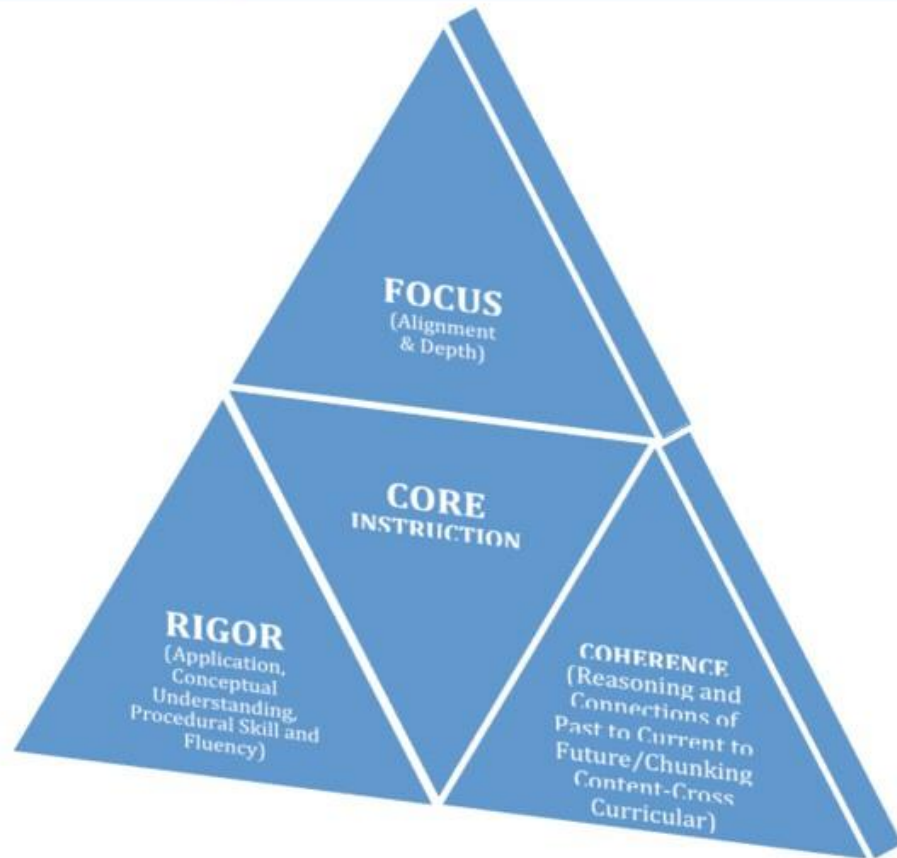
### **Three Components of Core Instruction:**

**Focus:** alignment of lesson to depth of standard

**Rigor:** Developing conceptual understanding with fluency and skill and ensuring mastery through application

**Coherence:** connecting today's lesson with the lesson before and the future lesson as well as across all content

## What are the components of core instruction?



From Student Achievement Partners and Achieve the Core



Take a few moments to use the definition of **focus** and determine one strong example in your school.

Share your school example at your table.

Be ready to share one example with the entire group.

## How can you analyze **FOCUS** during walk throughs?

1. Is the lesson focused on the essential learning targets for mastery or are there too many “extras” occurring in the lesson?
2. Is the learning focused on the depth of the learning target equal to the standard or is the learning target being taught at a lower expectation? (alignment to standard)
3. Is the teacher expecting ALL students to demonstrate mastery at the DEPTH of the learning target expectation? (alignment to all students)

Notes:

# So how does **FOCUS** fit into these evaluative indicators?

1. Standards and Objectives
2. Activities and Materials
3. Teacher Content Knowledge

What else?

*Note:* please open the digital copy of TEAM administrative rubric for this discussion.

Notes:

# Core Instruction: Teacher Feedback on FOCUS

	Example from your school/district	Rubric Descriptor	Teacher Feedback
Focus Example	My teacher gave a lesson on defining setting as a literary term in her seventh grade classroom; however the standard asks students to analyze how the elements of the story	Limited content is taught in sufficient depth to allow for the development of understanding	I see that you taught setting and focused on this literacy element. The way you delivered your instruction taught this standard at a lower grade level expectation. Students need to be focusing on how literary elements interact within the story.
Focus	interact.		

# Rigor

"Rigor for the 21<sup>st</sup> century includes a focus on skills for life: critical thinking and problem solving, collaboration and leadership, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing information, and curiosity and imagination." (Wagner, 2008)

"Rigor is creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels." Blackburn (2008)

Notes:

Take a few moments to use the definition of **rigor** and determine one strong example in your school.



# How can you analyze **RIGOR** during walk throughs?

1. Is the lesson asking students to understand a concept versus memorize a process or definition?
2. Are the activities in the lesson asking students to apply their conceptual knowledge?
3. Is the teacher measuring mastery at the application depth of the standard and is this mastery expected for ALL students?

Notes:

Video used in this section comes from the Ayers Institute - Invest Video Library at <http://www.lipscomb.edu/ayers/invest>

# So how does **RIGOR** fit into these evaluative indicators?

1. Questioning
2. Academic Feedback
3. Thinking
4. Problem Solving

What else?

*Note:* Please open the digital copy of TEAM administrative rubric for this discussion.

Notes:

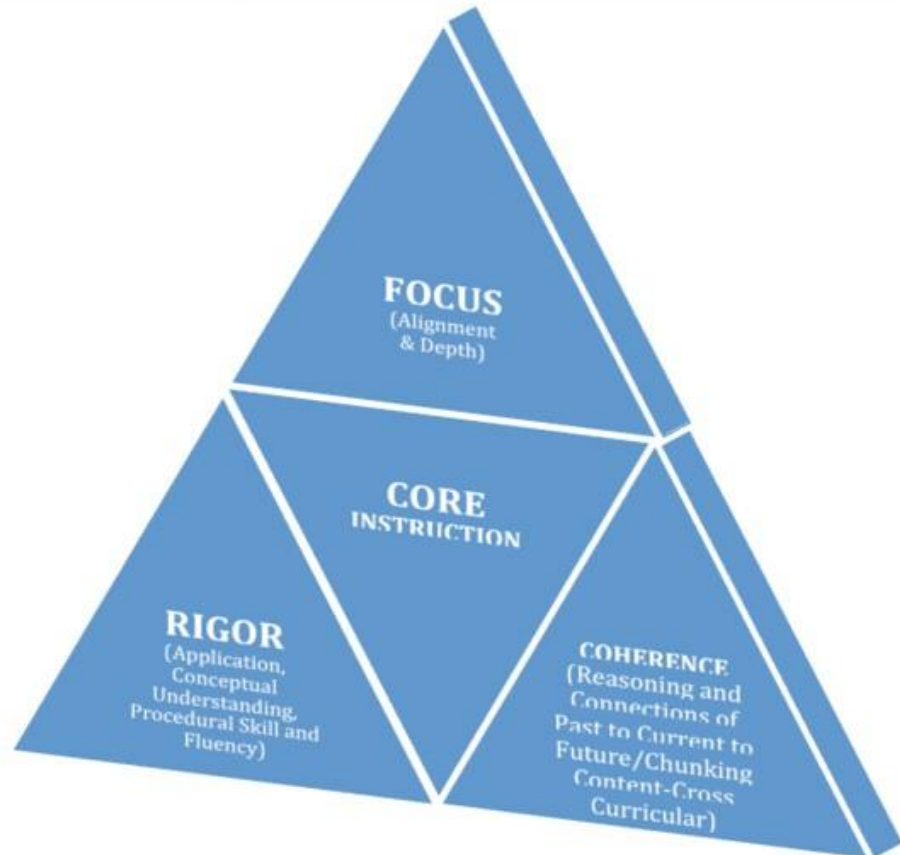
## Core Instruction: Teacher Feedback on RIGOR

	Example from your school/district	Rubric Descriptor	Teacher Feedback
<b>Rigor Example</b>	A science teacher was teaching the concept of genotypes and phenotypes. He was matching terms while the standard asks students apply, compare and contrast.	Students are using analytical thinking, where students analyze, compare and contrast, and evaluate and explain information	I am interested in the part of your lesson that had students matching terms. How does that meet the expectation of comparing and contrasting. How could you make this activity more rigorous by using a compare/contracts activity that asks students to apply the understand and show you mastery at the application level.
<b>Focus</b>			



Notes:

# What are the components of core instruction?



From Student Achievement Partners and Achieve the Core



Take a few moments to use the definition of **coherence** and determine one strong example in your school.

Video used in this section comes from the Ayers Institute - Invest Video Library at <http://www.lipscomb.edu/ayers/invest>

## How can you analyze **COHERENCE** during walk throughs?

1. Is the lesson target connected to the preceding lesson and are the students being given a road map of how today's lesson will connect to the future lesson targets?
2. Is the content "chunked" appropriately for the depth and rigor of the content?
3. Is ALL content contextualized within other content areas as well as real world, authentic connections?

# So what TEAM evaluation pieces fit here?

1. Teacher Knowledge of Students
2. Standards and Objectives
3. Teacher Content Knowledge

What else?

*Note:* please open the digital copy of TEAM administrative rubric for this discussion.

Notes:

## Core Instruction: Teacher Feedback on COHERENCE

	Example from your school/district	Rubric Descriptor	Teacher Feedback
Coherence Example			

## Resources

[EQuIP English Language Arts Rubric](#)

[EQuIP Math Rubric](#)

[Marzano's Teacher Observation Protocol](#)

<http://www.lipscomb.edu/ayers/invest>